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ABSTRACT

The research for this booklet, which was conducted under the label of "The Black Community Schools' Project," had as its main purpose the production of a work which would describe some of the efforts being made by blacks in the area of educating children. The focus is on some of the independent black institutions on the pre-school through junior college level in this country. This booklet is designed to provide some basic information on the schools' backgrounds and their present operations, including information on achievement of academic goals as each school has defined them. Two pre-schools and kindergartens are reported on; Centers for New Horizons, Inc., and Kiddie Kollege Nursery School and Kindergarten. One pre-school/elementary school is reported on, The Get It Together School; one elementary school, New School for Children, Inc.; one elementary/Jr. High School, Highland Park Free School; one pre-school/secondary school, Nairobi Day and High Schools, Incorporated; one elementary/secondary schools, United Block Association; one secondary school, Harlem Preparatory School; and, one junior college, Nairobi College. These schools were intended to represent institutions both from a broad geographic range and from a broad range of philosophies concerning the proper education of black children. (Author/JM)

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EDUCATION BY, FOR AND ABOUT AFRICAN AMERICANS: A PROFILE OF SEVERAL BLACK COMMUNITY SCHOOLS

--Edited by Deborah K. Daniels

UD 014 031

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How to Research the Power Structure of Your Secondary School System

How to Research the Power Structure of Your University or College

Mini-Manual for a Free University

Educación Cultura: A Manual for the Development of Chicano Bilingual-Bicultural Education

Puerto Rican Studies Sourcebook

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Too many people have helped in the production of this booklet to list them all by name. There is one, however, who must be mentioned, Brenda Williamson--a dedicated sister. Though her official title was that of assistant, she was much more than that: without her aid the booklet would never have been completed. Though I know it is not enough, thank you, Brenda, for your invaluable assistance. There is one other group of contributors who also deserve special praise. I can not thank enough those sisters and brothers in the included independent institutions who made time in their busy schedules to write the school descriptions for this booklet.

--Deborah Daniels

FOREWORD

The Student Committee of the Study Commission, in developing this book and writing about several Black schools and the communities they serve, has shown some remarkable Black teachers in action.

How they became the kinds of teachers who could teach in alternative schools, or who could start their own schools, would be another interesting story--if it could be discovered. If traditional teacher training institutions contributed to their successes, what was the character of the contribution? If not, how did the teachers get these particular skills? What, besides the short orientation courses mentioned, helped these teachers become effective in their own communities? Perhaps most crucial is the source of the necessary commitments and loyalties to undertake such demanding work.

Those questions may be partially answered in other Study Commission publications; this book attempts only to show how these particular teachers are working now, and how the community is helping them work. In any case, the efforts described in this volume may provide the source for a range of new possibilities for educating teachers.

From the Study Commission's viewpoint, however, one important sector of Black education has not been covered in this report. This volume does not contain a description of an alternative four-year Black college; none of the existing four-year colleges were judged by the editors as sufficiently independent to warrant inclusion. Dr. Herman Branson, speaking to a group of teacher educators from Black colleges, perhaps explains why: "We have not done an impressive job, primarily because in too many instances we have been copying somebody else. We can't afford any longer to march in the same sort of lockstep, following what other people are doing merely because they are doing it. . . ."

The history of Black colleges, and particularly the state-supported colleges, may be useful in understanding the tendency to copy somebody else. The state-supported colleges have their origins in the second Morrill Act, which required states having a land grant college with racially discriminatory admission policies to establish and maintain colleges "separately for white and colored students." But the Black colleges were dependent on white-dominated state legislatures and boards of control. And the private Black colleges have had to rely on white benefactors. Thus Black colleges have had neither adequate funding nor the freedom to develop necessary leadership.

Moreover, Black colleges have not, until the middle fifties, been recognized for potential membership in the Southern Accrediting Association. This is significant not only because Black colleges were relegated to a special list rather than membership, but also because they were denied an opportunity in the first three or four decades of this century to participate in and influence the process by which "standards" for accrediting were set. At present, labelled "developing institutions," Black colleges are subject to accrediting standards designed for mainstream white institutions, standards that do not recognize the unique history of Black institutions or assist in developing educational programs responsive to the needs of Black communities.

At present, it may be optimistic to speak of state-supported Black colleges becoming more responsive to communities, because their very existence is threatened. Samuel Yetter, in The Choice: The Issue of Black Survival in America, notes that President Nixon, when meeting with a group of Black educators, asked "whether they [Black colleges] should not be 'absorbed' by white universities," a question that infuriated the Black educators. More recently, a federal court has found that Fort Valley State College in Georgia, a part of the State University system, is "legally inherently unequal," "factually unequal" and "academically inferior." Based upon these findings, the court has ordered the Board of Regents to formulate a plan including specific proposals to revise and change the educational programs of the college so as to eliminate what the court called "the design for Black students." Should this decision be allowed to stand, and if its reasoning is adopted elsewhere, the future of all state-supported Black colleges may be in jeopardy. Thus there is serious question as to whether these institutions can continue even to try to do for a nickel what Harvard needs a dollar to do and as to whether they can act on their potential to become more responsive to Black community needs.

At the same time, Black colleges have historically educated a high percentage of Black teachers. The need for them to continue to do so is clearly evident. As major urban centers become increasingly Black in population, more Black teachers will be needed in the urban schools. One forward-looking administrator at a Black university has advocated that Black colleges and universities seek to respond to this need. While geographic problems are numerous, he envisions Black colleges and universities putting together a network of colleges and community-controlled, community-responsive practicum sites for the training of teachers.

At least two steps seem necessary to enable Black colleges to become more responsive to Black community needs, specifically in the area of teacher education:

1. Black colleges must be delivered from subjection to prevailing norms and expectations developed for white institutions and be empowered through new legal and quasi-legal mechanisms to develop missions and programs having their source in a clear sense of need for culturally specific education, i.e., education drawing on the heritage of Afro-Americans.

2. Black colleges must develop mechanisms that enable them not only to serve the communities near them, but also to contribute, drawing upon their heritage and resources, to the Black communities in distant urban centers.

As a part of its efforts, the Chicago-Southern Network of the Study Commission will attempt to work on these problems. Specifically, it will undertake identification of, and action towards, eliminating barriers to community control of the education of teachers and will begin the building of a network of community-school-based teacher training sites. If this network and the sorts of institutions described in this book can come together, perhaps a new sort of school and a new sort of education for real educators will emerge.

Larry Freeman,
Associate Director,
Study Commission on Undergraduate
Education and the Education of Teachers,
and participant in the Study Commission's
Chicago-Southern Network planning sessions.

INTRODUCTION

Origin

The research for this booklet, which was conducted under the label of "The Black Community Schools' Project," had as its main purpose the production of a work which would describe some of the efforts being made by Blacks in the area of educating our children. The need that I saw for this booklet developed from two sources. The first was the ignorance I found among the general Black population concerning the existence of such Black independent schools as those described in this booklet.[1] The second source was the ignorance I found among those in the educational profession, both Black and white, concerning the existence and successes such schools have had in educating Black children in areas where public schools have failed or have never explored. These successes are particularly important today in an age in which such "scientists" and "social scientists" as Shockley, Jensen, Hernstein and Banfield are given such great exposure. It seems only fair that at least some attention be given to efforts which counter much of what these men have written.

Background

Over thirty years ago, Carter G. Woodson, a Black scholar, wrote a book entitled Mis-education of the Negro. This book was one of the most telling commentaries ever written on the twofold plight in which Black education existed in this country: not only were Black people being inadequately taught basic skills, but much of the education they were receiving was also inappropriate.[2] That is, their education did not address itself to helping Blacks analyze their position in society nor provide them with skills or orientation that would allow improvement of that situation. The most significant thing about Woodson's work (aside from its excellence) is the unfortunate fact that it reads almost as if it was a description of today's situation.

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[1] The term "independent" simply implies that the school is community based. While the school may have some relationship with the public schools, it is not a public school.

[2] The idea here is not so much to draw attention to the content of what Woodson advocated as proper education for Blacks, as much as to emphasize the fact that he made a significant contribution of diagnosing the Black educational problem as a problem with two aspects.

Book after book written during the sixties and early seventies has documented the failure of the public education system to serve Black people. The programs described and the terminology used have changed, but the situation is basically that which Woodson described. These present day studies are by no means in agreement. Throughout the literature in this area, there are disputes over the critical factors to be studied, disputes over the methodologies to be used in studying these factors, disputes over the causes of the situation, disputes over the recommendations for improvement of the problem. There is, however, one point over which there is little dispute: public school systems are still "sub-educating and mis-educating" the majority of Blacks.

The words of a young Black woman, at one of the many conferences I have attended, adequately summarized the situation:

> The war on poverty came and went, and I'm still poor: the Job Corps came and went, and I'm still unemployed; Head-start, Follow Through, Title I projects, Upward Bound and so on have come and gone, but still my children can't read or write or know much about themselves or their people or what that means they have to do. So I don't know what program I want or if I even want any of your programs in my community.[3]

Presently, there are few, if any, definite answers in the area of Black education. That is, little is definitely known about the best methodology for teaching Black students (any students for that matter) or the best kind of textbooks to use. It is known, however, that a large number of Black minds are being lost in the public schools. Frustrations, such as those expressed by the Black woman quoted above, and the greater political awareness Blacks have developed in recent years, engendered the search for new solutions to these old problems which currently are being conducted so fervently by the Black community.[4] The movement for community control of public schools is one proposal. Yet another of the new moves has been the establishment by Blacks of independent schools. It should be added that the idea of private Black schools, even on the elementary/secondary level, is not new (Palmer Institute in Sedelia, North Carolina, and Boggs Academy in Keysville, Georgia, are two examples of such institutions that

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[3]Name of speaker withheld by request.

[4]It must be added that many Blacks reached similar conclusions before the era of the sixties. One of the schools in the study is an example of this.

have existed for years). These are not to be confused, however, with the particular type of private Black institution which is the topic of this booklet. The Black institutions with which the booklet is concerned have dimensions that other types of Black private institutions do not have: they are community-based, emphasizing community participation in the workings of the school; and they seek to be other than standard educational organizations "just done better" by Blacks.

Purpose

As has already been implied, it is the purpose of this booklet to describe some of the independent Black institutions on the pre-school through junior college level in this country. (See Appendix F for list of additional independent schools.) The basic rationale is that while there are no absolute answers concerning the education of Black people, there are many independent schools which are making significant contributions to both the techniques and technology of educating Black children. Where these schools are and what they are doing must be discussed and their developments dispersed.

Let me add quickly, however, that this booklet is not meant to be exhaustive. It should be seen as merely introductory. In a book on independent Black institutions, much could and should be said about the practice and success of non-academic goals. Such analysis as that is neither possible nor desirable in this introductory booklet. It is designed merely to provide some basic information on the schools' backgrounds and their present operations, including information on achievement of academic goals as each school has defined them.

While it is hoped that non-Black educators will profit from its contents, the booklet is addressed primarily to two audiences: those Blacks who know little about independent Black institutions and would like a place to begin, and those who, while they may be highly involved in one particular Black institution or group of such independent institutions, would also like information on other institutions with which they have not had direct contact.

Procedures

It was the original intention of this project to include in its sample institutions both from a broad geographic range and from a broad range of philosophies concerning the proper education of Black children. In selecting the schools to participate, several Black educators concerned with alternative Black institutions were consulted. Also, the editor's personal knowledge in this area was used in compiling the list. While both these goals

have been somewhat met, they have not been fulfilled to my complete satisfaction. There are several reasons for this, one of which bears mentioning, as it is a unique problem that all who do research on communities of color must face, as well as a fact which underlines the need for institutions such as those described in the following pages.

Some of the schools asked to participate in this project refused, not because they did not have the time, not because they were uninterested, but because they wanted to survive. These institutions could not be sure that the information sought about their schools, if given (though they were doing nothing more "subversive" than educating Black children), would not in some manner be used against them in the future. While one may not agree with their decision, it cannot be denied that many Black community institutions conducting similar services in recent years have been destroyed or at the least constantly harassed. The free breakfast programs and medical clinics the Panthers established and the farms established by the Muslims in the South are but two examples of programs which have undergone such harassment or been destroyed.

I cannot emphasize the importance of this problem enough, as it is a crime and a sad commentary on the quality of life for Blacks in the U. S. that our communities must live in constant suspicion of the intentions the larger society holds toward them. These communities are thus unfortunately forced to view their situation in survival terms, regardless of how they might like to view it. There is little conclusive evidence to dispute their vision. In fact, there is much evidence that supports such analysis. I can only hope that in the case of this booklet this suspicion was unfounded.

Yet another key concern Black communities or groups face in the area of social science research is exploitation. It has all too often been the experience of Blacks that researchers from outside the community, in the reports they write on a community's project, miss the very essence of that project, or distort it in some other manner. Moreover, recognition is normally given primarily to those who have reported their efforts, rather than to the people who developed the idea and did the actual work. To combat this, the procedure followed in gathering information for this booklet was to have a member of the school's staff or someone chosen by that school write the basic description of a particular school.[5] These descriptions were then compiled and edited by myself and my assistant. The study

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[5]In one or two instances, because the school indicated a lack of time, they sent basic information on the school to the project, and the information was then organized into a description.

was not, however, as open-ended as this sounds. Each school was sent a copy of an outline of the issues to which they should address themselves in writing the description of their school (see Appendix A for a copy of the outline). The project also operated on the principle that if a person contributes valuable information to one, he should be paid for it. Thus, a nominal amount was offered each school for participation in the project. This payment was to cover time and typing and production expenses, as well as payment for the information contributed.

The Project Outcome

What can be said in general about these schools? Obviously, they all share one common bias. They feel that public schools, or at least public schools alone, are not the answer to Black educational needs. Little more in general can be said about them as they differ in size, location, length of time in operation and ultimate goals. There is, however, one other general statement that can be made about them: they have all had success (or at least not failure), whatever their academic goals, in an area which is normally painted as one of chiefly failure. Moreover, many of these schools are important models for teacher training programs serving Black cultural environments, as they have been successful in training community members normally overlooked by majority institutions for teaching positions. Not only are they training new personnel, but both these people and traditional personnel are being trained through a creative mixture of traditional and nontraditional approaches. But enough has been said in introduction. It is time to let each of these schools speak for themselves.

Deborah K. Daniels
Mountain View, California
October, 1972

PRE-SCHOOLS AND KINDERGARTENS

Centers For New Horizons, Inc.

Kiddie Kollege Nursery School and Kindergarten

CENTERS FOR NEW HORIZONS, INC.

--Marva Jolly, Director

Centers For New Horizons, Inc., located in Chicago Housing Authority Low-income housing projects, were named by a group of local residents. We service three- to five-year-old children. Our centers service an all-Black population with the majority of the families either receiving public assistance or holding low-income, unskilled jobs. We administer educational services to six hundred youngsters--six centers with one hundred children each.

Centers For New Horizons, Inc. was set up by the State of Illinois to meet the many needs for child-care in Chicago's low-income areas. The centers got started primarily to relieve the welfare rolls in Chicago (this writer's projection). The initial problems we encountered in establishing the centers were the following:

1. We had to work with a local board, thirteen parents and seven community residents, in order to raise their level of sophistication concerning the procedure of hiring staff for the centers. This process took untold man hours and frustration. However, we remain community controlled.

2. Constant friction from other community organizations. We are basically ignored by the public school, institutions such as public welfare, board of health stations, model cities, and local advisory groups who have branded us radical and outsiders who put too much emphasis on Blackness. We are working with the public schools to provide more continuity of learning experience for our students.

3. Stability of supportative staff. Seventy-five per cent of our staff must live in the community where the center is located.

Centers For New Horizons, Inc. have been operating for seven months. We are licensed by the city and the state; we are funded by the state.

Emphasis on Excellence

Our basic philosophy is excellence in education. Our modes of achieving these goals involve intensive work with staff and parents in the following areas:

1. The need for accountability and responsibility in the education of each Black child (political analysis, the strengths and weaknesses of the Black family).

2. The teaching of carpentry, science, math, and reading.

We are working to involve parents and staff in methods and ideas that they have not been involved in before this. Our children must be able to think. They must be able to make decisions and use ideas in constructive ways. They must believe that they are important, their parents are important, and the Black community is important. They must be able to read and think concretely and think "Black."

Each center has nineteen staff persons: one director, five teachers, five assistant teachers, three aides, one community service worker, one janitor, two cooks, and one clerk. All staff are equally responsible for the development of involving themselves in the development of the young child and this development is extended into the community. Each staff person must make additional contributions to their development, i.e. projects, articles, and research. We look for the individuals who are racially aware, sensitive, and respectful to the Black community. We also look for those individuals with special skills who see and understand the need for change. Our total staff is Black.

All center staff is hired by a local board. Once the parent group becomes functional, the board is then made up of thirteen parents and seven community residents who do not have to be hired. Our teachers do not have to have degrees, but experience must compensate for education. About 80 per cent of our teachers have degrees. All staff is paid.

Staff Attends Orientation

Required reading is an important part of the pre-service and in-service training of teachers. Orientation reading has included Boss by Mike Royko, Mis-education of the Negro by Carter G. Woodson, and "Education for Self-Reliance" by Julius Nyerere. Orientation is made up of a series of presentations and discussions covering these areas:

1. Discussion of the goals for the Centers For New Horizons and how they fit into the spectrum of day-care services as presently proliferated in the U. S.

2. Consideration of the political structure of Chicago as it relates to our analytical framework.

3. Definition of community and presentation of local community structure as it relates to our basic analytical framework.

4. Discussion of education with emphasis on early childhood development, and the utilization of Nyerere's document on "Education for Self-Reliance."

5. A general discussion of program goals which include developing the child's ability to solve his/her own problems, and maximizing the development of each child's reading ability.

6. A look at who is the center staff. This section of the orientation is designed to achieve a clear understanding of the responsibilities of each staff person, the lines of authority and communication between center staff and the central program staff and to show the interrelationships necessary for the success of the total program effort.

With the political and structural framework set down, the staff focuses on the teaching methodologies. This includes looking into whether the staff is ready for the children: ready means possessing the ability to take the risk and move toward achieving the program goals. Some criteria used to evaluate the staff's state of readiness are to discuss images of the children, concepts of how to relate to children, and notions of intelligence, motivation, parent-child relationships, authority, self-expression, success and achievement. Role playing is used to help staff gain an understanding of and recognition of the developmental characteristics of young children. Workshops are held concerning science, language arts, music, and art; methods of instruction and resources are examined. Great emphasis is put on the need for careful planning, scheduling, and supervision to facilitate learning.

In-service training is characterized by careful planning--lesson plans are made weekly and are turned in to the center director prior to execution for evaluation, encouragement of creativity, and constant re-examination. Individual conferences are part of the training program, giving teachers (aides, assistants) an opportunity to discuss the program, and also their strengths and weaknesses with the center director. Monthly reports are sent

to parents. Reading assignments are again an important part of the teaching experience and are made weekly.

Curriculum Based on Ideas by Nimntch

Our initial curriculum was based on the concepts expressed in The New Nursery School by Glen Nimntch. These concepts were traditional enough to satisfy our funding organization and give a basically inexperienced staff some guidelines for working with young children. The New Nursery School concepts provide a stimulating environment in science, math, art and other subjects.

We place great emphasis on classroom content and rigidity in structure. Our philosophy is that young Black minds need information and an orderly place to deal with that information. Plans are made daily, weekly, and monthly concerning what and how all information is going to be dealt with and by whom. Teachers (all levels) must have familiarized themselves with the information to be discussed and deliver it with confidence to our young brothers and sisters and their parents. There is a wide range between where we must go with our program and where our staff is functionally. We are experiencing an average amount of sensitivity to change. Our staff meetings and workshops are always intensive in presenting new materials to staff, i.e. Carter G. Woodson's Mis-education of the Negro, the seven Black principles (Nguzo Saba)*, child-development theories of Piaget, Erikson, Montessori. These methods have been crucial in defining the number of staff who are somewhat committed to the program and the number who must be excluded (a reality).

Parental Relationship to School

The centers are run by the parents and the community. The parent congress (the total parent population) is the governing body. They select a policy committee who then is charged with setting center policy, hiring, curriculum evaluation, parent activities and total program activivities. [See Appendix B for copy of parents' pledge.]

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*As cited in Imamu Amiri Baraka's A Black Value System, they are as follows: Umoja--unity, Ujamaa--cooperative economics, Kuumba--creativity, Kujichagulia--self determination, Nia--purpose, Imani--faith, and Ujima--collective work and responsibility. (See also Appendices D and E.)

We feel that our program must have an effect on the local public schools. We are attempting to meet with them to discuss their curriculum and reading programs in order to establish some consistency in our students' education. We are also asking the local schools to permit our students to skip kindergarten and enter at the first grade. We feel that kindergarten will cause boredom and regression in our students. We are working very hard with parents to give them a better understanding of curriculum so their committee can make some demands on the local schools, as it relates to the Black community.

Evaluation Information Being Gathered

As far as the evaluation of our program is concerned, we have no results thus far. We have, however, a Black Ph. D. student who is gathering information in order to evaluate the first year's program.

Financing by State of Illinois

We are budgeted on the basis of 1.4 million dollars to run six centers for one year servicing 600 children. These funds are allocated to us from the state of Illinois. More than 50 per cent of the funds goes into staff salaries. The remainder is spent for equipment, materials and staff improvements.

Though this amount is needed, because of its abundance many on the staff hold an unrealistic view of what the money should be used for and thus an unrealistic sense of how early learning centers should be administered. For example:

1. Staff wants everything new and ordered (very little sense of being creative).

2. Staff gives parents an unrealistic view of exactly what our limits are budgetarily.

3. Staff is retarded in using outside resources.

These attitudes we trust will wear off after the newness of having available funds wears off.

For further information:

Marva Jolly, Director
Centers for New Horizons, Inc.
366 E. 47th Street
Chicago, Illinois 60653

KIDDIE KOLLEGE NURSERY SCHOOL

AND KINDERGARTEN

--Maxine Williams, Director

Kiddie Kollege Nursery School and Kindergarten is located in a predominantly Black neighborhood of Kansas City, Kansas. The students in the school are ages three through six. All the students in the school are Black. There are 20 kindergarten students and about 60 pre-school students. All students are from the Black community of Kansas City, Kansas, and Kansas City, Missouri, within an 8 to 10 mile radius of the school. Many of the parents are professionals, i.e. teachers, doctors, etc. On the other hand, there are parents who are secretaries, construction workers, and packing-house employees. The school has not actively sought people from a particular economic group.

Kiddie Kollege Nursery School was started in 1954 because of the desire on my part to put to use my college training in education and to be my own boss. Moreover, I realized that the Black community in Kansas City, Kansas, was in need of a facility that not only provided competent day care, but placed serious emphasis on learning.

We started slowly, but as the reputation of the school grew, so did the enrollment. We took part of our home and set it up for the nursery only. As the enrollment swelled we moved our residence, made building changes, and used the old facility for the school. Still enrollment grew. In 1970, we built a modern facility exclusively for the nursery school. The older building is now used as the kindergarten. The two buildings are about 200 feet apart.

The nursery school is licensed as required by Kansas law. Kansas does not require accreditation of pre-school or kindergarten. However, I made application to the Kansas State Board of Education with the credentials of the kindergarten teacher to receive accreditation.

Skills Mastered in Pre-School

When a child leaves our pre-school, we expect him to have

mastered and be able to recognize 30 Dolche when seen in any situation.* These words are learned through our typing program. We introduce reading through our typing program, but place no emphasis on the skill. We begin the serious study of reading in our kindergarten. Also students should have mastered the spelling and writing of their full names. By the time the students have reached the final pre-school class, they have acquired such basics as color recognition, cutting with scissors, pasting, etc. We do not ignore such basic skills as correct eating habits, complete dressing of self, and knowledge of themselves as part of the Black community and the world. To encourage the latter, we have courses in Black history and on the work, the careers, the students' parents perform in the community.

'Love of Children' Important

I have eight people on my staff. I am the director of the school. There is a kindergarten teacher and three teachers besides myself in the pre-school. Two of the staff members come from the immediate Black community. One has been in charge of the school food service for fifteen years. The other lady is the cook's helper.

When I am interviewing people for positions, I look for neatness and cleanliness of appearance, a sincere love of children, experience or knowledge in working with children, and ability to get along with adults. All our employees are Black except one. This is a woman from Germany who married a Black man during World War II and settled in the neighborhood of the nursery.

There is no pre-service training as such. Most employees are aware of the nursery routine before applying. We do have a staff meeting on the first of each month. This meeting serves as our in-service training. In the session we discuss problems in the teaching of the children and how each problem can be handled. Each staff member has an opportunity to express herself about any aspect of nursery and kindergarten operation.

Employees are hired by me. I usually hire according to the need of services. I have not had to decrease the number of employees during the regular school year. There are few openings because I have

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*"30 Dolche" refers to the first 30 words children learn in this reading system.

people working there who enjoy what they are doing. The staff is a paid one.

Teachers are not required to have state credentials (with the exception of the kindergarten teacher). However, fifty per cent of the staff have credentials.

No Specific Methodologies

I have mentioned some of the content of the curriculum. We follow no certain methodologies in our school. We have found that incorporating a variety of methods from Montessori to Glasser is suitable for our needs.

We have a parent group called the "Mommas and the Poppas" which was organized three years ago and plays an important role in the school. They have given an annual children's fashion show, the proceeds of which paid for two expensive pieces of playground equipment. Before the inception of this group, I bought all equipment. Last spring the group was responsible for providing a round trip jet excursion to St. Louis where the children spent the day seeing places of interest. They are planning other trips, as we see such travel as an important part of the children's learning process.

We certainly hope that our accelerated program will cause the public schools to accelerate their program. We have discovered that the start our students have received in nursery school has benefited at least 85 per cent of them. One of the first Kiddie Kollege graduates recently graduated from Harvard. We believe that the public schools should offer superior education to our Black children. So far, they have not.

Tender, Sincere Attitude

I have found that the operation of the school improves every year. I have found no great personal wealth in my business, but I try to run my business the way I would run my own home. That is, I provide the best food for the children, requirement of a change of clothes after the afternoon nap, and a lot of tender love and care. Because people sense my sincerity, they have helped me attain the success that I have.

In the fall of 1973, we will be opening a private school with grades K-3. Each year we will add a grade until we have grades K-6. This will be the first private elementary school in Kansas City, Kansas, and

certainly the first Black private elementary school in the city. I will be entering into a partnership with another teacher who will assume the position of principal while I become the director of the school. This school will be located in the same community where we have found such success for the past 18 years.

For further information:

Maxine Williams, Director
Kiddie Kollege Nursery School
and Kindergarten
2400 N. Mill Street
Kansas City, Kansas 66101

PRE-SCHOOL-ELEMENTARY SCHOOLS

The Get It Together School

THE GET IT TOGETHER SCHOOL

--Kenneth Moshesh, Director

The Get It Together School (G. I. T.), located in Oakland and Kensington, California, works with children, ages 2 to 6 (pre-school started in 1971) and third to sixth grades (elementary), 98 per cent of whom are lower-class Black children. The size of the student body varies from 15 to 40 students, depending on the staff size.

In 1968, the G. I. T. School was set up by the present director as a result of his going back to teach in the elementary school which he had attended in an attempt to improve its educational program. In the process, after-school programs were set up that gradually evolved into elementary summer schools and instruction in an elementary special educationally handicapped (E. H.) class based on the G. I. T. philosophy and methods. The school originally operated on the director's salary and time. Eventually members of his family and gradually University of California work-study students, friends, and volunteers became involved. The establishment of the program was not as difficult as it could have been because it centered around a public school where the director was interning. Pupils thus were available, parent confidence was not difficult to gain, and facilities were available after school for limited club operations at the beginning.

Space Age Satellite Program

Beginning September of 1969, the Get It Together Educational Institute piloted a space age satellite program in gifted, accelerated, educationally handicapped, and remedial elementary education, especially geared for Black and ethnic minority children from pre-school to sixth grade. The Institute was designed to develop the following: (a) Curriculum materials for gifted accelerated, educationally handicapped, and remedial students in reading, math, language arts, science, film, and art; (b) Concepts and proposals for the use of educational games for the home and school; (c) Pilot teacher training proposals for instructors, tutors, tutor-teachers in gifted, accelerated, educationally handicapped, and remedial programs; (d) Courses and workshops and model classes and demonstrations in gifted, accelerated, educationally handicapped, and remedial instruction at the college and university level; (e) Concepts and techniques for more effective summer programs for gifted, accelerated, educationally handicapped, and

remedial instruction; (f) Catalogs and annotations of educational games available regionally in the Bay Area; (g) List of reference materials for teachers dealing with gifted, accelerated, educationally handicapped, and remedial instruction, especially for Black and other ethnic minorities in the San Francisco-Oakland Bay Area; (h) Thesis and/or book on teaching the gifted, accelerated, educationally handicapped, and remedial elementary students; (i) Parent handbook for instruction of gifted, accelerated, educationally handicapped, and remedial elementary student at home; (j) Ways of developing curriculum materials locally; (k) Background educational music cassettes; (l) Multimedia programs to interest Black children in science, business, medicine, etc.; and (m) Programs which would enable Black families to run mini-summer schools in their homes. Our master plan for G. I. T.'s development now calls for licensing sometime in 1973.

Expectations for Staff

The G. I. T. staff size varies from two to eight people. When at full power, it consists of a director, teachers, tutors, and a secretary. The director oversees, directs and organizes operations; acts as a liaison with parents and relevant educators; develops materials for community use, i. e., for parents to use in the education of their children; suggests relevant readings for community people; provides counseling for specific educational problems; critiques educational materials and gives advice to parents on educational materials and techniques; incorporates community suggestions into the program; and educates the community to G. I. T. philosophy, goals, methods and mannerisms. The director also, usually after consultation with other staff members, makes hiring decisions. Teachers are expected to inform parents of the children's progress, to be present at oper houses for parents, to perform and develop the educational component of the G. I. T. program. Tutors are responsible for aiding teachers in all their responsibilities. The art consultant helps with the production of curriculum materials. The secretary, of course, types and files.

The director, teachers and tutors are aspiring teachers and/or education-oriented artists. The art consultant is an artist with an interest in education. The secretary has the ability and willingness to work with children. The staff has been either Black or Asian, with volunteers from all races.

The main criterion we use in hiring teachers is the desire to teach children; however, most teachers also have credentials or are working toward them. Other criteria used in evaluating potential staff are that they are able to develop, organize, implement and evaluate a program; have a basic understanding of the developmental-step approach to learning; are

involved in their own self development; are open to the possible role of E. S. P. phenomena in education; have an artistic hobby; have an understanding of the roles and kinds of disciplines; have the ability to remain calm under pressure and to be able to apply calm to pressure; have the ability to remain firm in the face of apparent emotion; have the ability to work with and communicate with other workers; have general skills for the job to be done; and have ability to flow with the spirit of the program.

Receive Kung Fu Training

Prior to service, staff members are involved in interim observation in a teaching situation. All staff members receive training via reading assignments, oral conferences with the director, on-the-job comments. They also receive basic Kung fu* discipline training, basic rhythm, drumming training, training in elementary curriculum items and in G. I. T. behavior models and modifications.

The basic areas through which our curriculum stresses the fundamental processes are math, reading, language, art, science, art-music and educational behaviors. In our elementary school we also evaluate advancement in the following areas in the form of a progress report:

1. Willingness to attempt new and difficult materials and activities;

2. Self-directed activities;

3. Following and accepting directions of others (adults and children);

4. Cooperative group activities;

5. Changing from one type of activity to another;

6. Integrating in-school learning activities with out-of-school activities;

7. Integrating learning from various academic disciplines;

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*Kung fu is a Chinese martial art which is part of a philosophy --a way of life--and a body of medical beliefs. It stresses both mental and physical discipline.

8. Projecting knowledge to fantasized (hypothetical) situations;

9. Methods of expressing ideas and feelings and information, oral and written, artistic and psychological;

10. Methods of obtaining information and understanding (asking to clarify questions, accepting help from others, reading and mass media comprehension, etc.);

11. Making decisions, and giving directions;

12. Taking an interest in "education" as a means of self-development;

13. Knowledge of and ability in sequential developmental educational processes;

14. Association of education and manhood;

15. Confidence in ability to learn, develop and achieve;

16. Working with precision, discipline, sincerity and thoroughness;

17. Working under pressure;

18. Working on the move.

The following section will briefly describe some of the foundational processes we use to accomplish the aforementioned goals and objectives.

"Cool" Students As Tutors

First, to develop within the child a firm association between adulthood and self/community development/discipline via education, we make trips to local Black Studies Departments and local community action centers where the elementary students can see those who are engaged in actual processes and procedures of education. Pictures of "cool" college students using educational materials are prominently displayed. "Cool" college students are tutors and counselors in the schools. Curriculum materials are prepared by the tutor focusing on this objective. Elementary students can be counseled in such a way as to encourage this association:

"Don't be chicken, do your work, grow up and get busy." Elementary students are given ample opportunities to be "the man" via education in the form of leading and conducting oral reading and math reports as well as leading activities in other less traditional areas. They are also encouraged to work as communities toward fulfilling their assignments.

Second, to develop within the child a clear and firm experiential and intellectual knowledge (and thereby an understanding of) developmental, sequential learning processes as well as spontaneous insightful, internal learning processes, we use physical activities that begin with simple operations that gradually increase in complexity to reach certain goals (i.e., craft making, plant categorizing, book making, balance and coordination exercises, growing plants . . .). We also emphasize relevant counseling to show the correspondence between developmental, sequential learning processes in these aforementioned areas to the same type of process in more academic areas. Quiet times and art times are presented so as to stress spontaneous learning and word problems.

Third, in order to enable the child to take the responsibility for, the interest in, and have the ability to pursue, his education and self/community development in terms of the world in and around him, in addition to the aforementioned, we also use counselling and relevant, often teacher-created, curriculum materials in this area. Furthermore, we gradually lessen the roles of the counselors, administrators and tutors, while simultaneously encouraging the elementary students to take more responsibility for their own program (in conjunction with their aspirations for adulthood once their interest is firmly established in all areas).

Help Develop Confidence

Fourth, to help the child develop confidence in himself as a capable human being, we provide ample opportunities for the child to assume leadership roles in group discussions and activities, as well as to develop his talents in certain areas to the point that he realizes his abilities. There is counseling to help him understand that just because someone else can do something better does not mean that he is any less capable a person, and therefore, he should strive to do what he does to the best of his ability in order to demonstrate his capability. Moreover, we use specific physical exercises such as diving over objects head first and walking on high balance beams to provide experiences for the child in dealing with and overcoming his fears. These experiences are connected by the counselors into other learning and academic realms. The students also receive training and counseling (during oral reading reports for example) in commending (as well as helping) each other for good performance (especially in academic

spheres) instead of depending on just the teacher to do so.

Fifth, to help the child develop the ability to establish functional, complementary, cooperative, group relationships, as well as the related processes of assessing, organizing and evaluating a program or series of actions, we use numerous group projects that necessitate functioning in the above described manner in order to complete the assignments. For example, five students may be asked to plan a way to collect and categorize with pictures examples of every type of tree within a certain radius, and then write reports on the five most common trees, compiling them in a larger work on the five most common trees in a specific site.

Many Artistic Methods Used

Sixth, to help the child develop proficiency in expressing himself and understanding the expressions of others, many oral discussion groups (some taped), as well as dramatic and psycho-dramatic presentations, are used. More artistic methods, such as dance, painting, music, and song-writing are also used, with strong emphasis being given to building the association between self-expression and oral presentations and writing compositions, and therefore, spelling and grammar, as well as the more traditional artistic arenas.

Seventh, to help the child develop an understanding, a value and a capacity for precision, sincerity and appropriateness (which is the key to successful testable achievement in elementary education), we use work assignments such as word math problems, dictionary definitions of words, and measurement problems that call for appropriate and sincere concentrated responses. In all these exercises, furthermore, the only correct answer is one in which all aspects of the problem are correct.

Eighth, to help the child understand and appreciate scientific fields and processes of inquiry, hypothesis, experimentation and evaluation, we use appropriate scientific educational toys and experiments. This stress on the scientific processes is then carried over into other fields.

Contact With Parents and Community

Parents visit the G. I. T. school on occasions, attend field trips and open houses. Community members are invited to see new techniques and materials and to express their concerns and give advice.

Other community contact occurs naturally, since the director of

the G. I. T. school teaches in a public school (since 1968) and applies G. I. T. concepts and curriculum materials to an E. H. (educationally handicapped) class in an Oakland Public School. He also suggests to his peers, parents and administrators methods and materials to be used. Mechanisms used for contacting other community institutions are G. I. T. films, writings and discussions.

Two Standards of Evaluation

We evaluate our program by two standards, the educational activities we have been able to accomplish or promote and the academic success we have accomplished.

Some of the educational activities we have accomplished are listed below:

1. Developed and documented a combination mobile summer school/summer recreation/summer camp program and also taken children on educational excursions for three years.

2. Written articles on and developed techniques and a philosophy of education.

3. Developed a 350-page bibliography on teaching "special class" children.

4. Developed six "super-8" educational films.

5. Developed 15 education musical background cassettes.

6. Developed approximately 500 pictures to be developed into educational mini-books.

7. Developed two journals of children's stories.

8. Began acquiring and categorizing available children's games primarily in areas of science.

9. Acquired an elementary library dealing primarily with science and related subjects.

10. Experimented with various novel techniques,

curriculum items and class structures to develop quality educational programs.

11. Applied findings successfully to an Oakland Public School E.H. Class for two years.

12. Started G.I.T. Pre-school-Nursery.

13. [Director] taught a course in Elementary Education (175 A, B) at U.C. Berkeley.

14. Conducted research on relevance of martial art programs to education.

15. [Director] taught classes on relevance of martial arts discipline and philosophy to community and self-development and education (Afro-American Studies 125 series and 172 series).

16. [Director] taught a course on relationship of "Black Arts" to self and community development and education.

17. Established a program for elementary children to observe and communicate with Black artists and educators.

18. Investigated the role of E.S.P. in elementary education.

The academic evaluation of the G.I.T. program is partially based on WRAT scores.* The WRAT class average of the Oakland Public School E.H. class to which G.I.T. teaching techniques have been applied for two years has shown over a year's gain (which is well above the school's average) in math and reading scores for the past two years:

Regular Special Class	
reading	.6 **
math	.89

G.I.T. Special Class	
reading	1.0
math	1.2

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*W.R.A.T. is the Wide Range Ability Test.

**Figures refer to the average achievement level growth in a year as measured in years.

Measurement of student accomplishment or program success with students is also based on individual evaluation forms mentioned earlier, letters from parents, and student comments [See Appendix C].

Financing Unpredictable

It has cost $5,000 per year to run the G. I. T. school. This figure is so low because public and private school facilities have been available. Funds have been raised from A. S. U. C. funding, personal salaries from other jobs, occasional grants from corporations, foundations and the Afro-American Studies Division of U. C. All money goes directly into materials for the program, except for work-study money, which is given to work-study students through the financial aids office at U. C.

The lack of sufficient funding prevents the publication of numerous curricular and multi-media items the school has produced: it also prevents steady gainful employment for staff members without dependence on outside sources of income. The problems with corporation and foundation money is that funding is unpredictable.

Lack of mini-bus transportation to transport children to and from summer school and on field trips has caused a disproportionately large amount of our budget, which is already inadequate, to be spent on transportation.

School Must Become Mobile

To keep pace with the changing times and provide more relevant contexts in which to learn, develop and realize basic educational/developmental/life processes and disciplines, "the school" should become mobile for those students who are successfully mastering the basic educational/developmental/life processes and disciplines in the stationary environment. This would also provide stimulating incentives for those students who still have difficulty mastering the aforementioned basic educational/developmental/life processes and disciplines in a stationary setting. Like the world in which it resides, "the school" must move and develop.

Today's children must prepare now, in view of the present, for the world tomorrow. . . .

Precision and appropriateness of response must be taught on

all levels. Local community schools should begin to produce local community curriculum materials.

For further information:

Kenneth Moshesh, Director
Get It Together Educational Institute
631 Parkside Court
Kensington, California

ELEMENTARY SCHOOLS

New School For Children, Inc.

NEW SCHOOL FOR CHILDREN, INC.

--Cynthia Howard, Chairman of
the Parent Board of Directors

The New School for Children, Inc. located in Dorchester, Massachusetts, serves children in grades kindergarten through sixth. Ninety-eight per cent of the student body is African American and 75 per cent of the students are from low income families. Today our enrollment is approximately 100 students.

New School was set up as an alternative to the public school system. For the first time our community folks created not only an alternative school but a choice and a chance to be part of the positive solution to a seemingly closed and negative school system--the Boston Public Schools. We started by first recognizing that most of us had a common problem: the mis-education and non-education of our children. We met in each other's homes around the kitchen table, in churches, community centers and sometimes the public schools. Our combined desires, wills, and support have been extended to the community schools. The major problem we have had in maintaining them has been and still is monetary. The New School is accredited.

Child-Centered Approach

Our philosophy is always subject to review as needed, but the following is the base from which we are working. The educational philosophy of the New School shall be one of a child-centered, developmental approach, with teaching facilities that allow children to learn at their own pace and explore the importance of peer-group experiences.

The educational program of the New School shall provide a setting in which children can feel free to express themselves, a setting in which children feel good about learning and have the opportunity to choose the tools with which they can explore learning. The community, its institutions and people, shall be considered among learning tools. The curriculum design shall provide a method through which the child, teacher, and parent are all necessary parts of the learning process. The transition from home to school and from community to school shall be made stimulating to the children and there shall be minimum pressure and tension about the learning process.

Special skill areas which will be used by the school, but flexibly programmed to meet the needs of the children and goals of the learning units, shall be: language arts, including reading from the nongraded primary unit up; foreign languages, particularly Spanish, for all learning units; math; social and cultural studies; science; art; music; physical education; domestic science; and carpentry.

All in Unit Transmit Learning

Learning units shall be made up of pupils of various ages and degrees of skill and teachers with a range of education and experience. No learning unit shall be larger than 60 children with at least a team of four teachers. All persons in the learning unit shall be considered transmitters of learning. As technicians, the teaching staff must be responsible for creating an environment in which they themselves and the children feel free to give and feel good about their roles in the learning environment. There should be freedom of movement between learning units as necessary to fit the educational needs of individual students.

Staff Serves Community

We have 21 staff members, including a director. The director is responsible for all business of the school. A Parent Board of Directors is directly responsible for the school. In turn, the director, teachers and supportive staff are accountable to the Parent Board. There is also a Parent Co-ordinator who is responsible for getting parents to and from meetings and is the liaison between all schoo. folks and community.

In hiring staff, the characteristics we look for are understanding and desire to serve the community; love of all human beings, and recognition of the knowledge and potential the community has to offer. Mainly our staff has a history of working to develop their community. About 50 per cent do, however, have credentials. The other 50 per cent attend classes and assistant-teach in the classroom. We feel the racial composition of the staff should reflect the racial composition of the student/parent/community.

The staff is given inservice and preservice training in the Career Opportunity and New Careers programs. All staffing for the New School is done through the Personnel Committee. Recommendations are made to the Board of Directors by the Personnel Committee. All folks seeking a position on our staff are interviewed. All our staff is paid a competitive salary. We do, however, have volunteers from the surrounding colleges.

Children Seen As People

Even though we understand the importance of the three "R's," our direction and priority has been to provide the environment where children are able to and want to learn. All people, not only the teaching staff, must first recognize children as people. We then must be about the process of developing the curriculum to fit the child's needs and not the other way around. Parents, teaching staff, and community folks must recognize that the community, the state, and country, and the world are learning experiences, and it is our responsibility to provide each child with tools necessary to learn. The only requirements for all students are that the students want to grow, learn, and develop a positive image and concept for and about themselves.

School As Extension of Home

The parents view and are about the business of developing the school and community as an extension of the home. Ours is a parent-run school; this means we parents felt and saw the need and opportunity to have a direct hand in the shaping and developing of our children and ourselves and moved in that direction. If parents and other knowledgeable community folks do not implement and carry out their children's and their own needs we do not have a school.

Our relationship with other community institutions is a positive one, in that we view all community institutions as "learning units" for our development as human people. Many of our parents have explained the school's value to them; one stated, "My experience at New School has helped and provided the knowledge and experiences necessary to be able to want to have an effect on the public schools. The confidence and knowledge I have gained at New School, I could never have paid for."

Federation Involved in Evaluation

In the past seven years, we have provided jobs and experiences for more than 2,000 people. This includes parents, children, school staff, community folks, friends and friends' groups, foundation people, etc. All of these have provided direct support toward the development and successes of the New School.

In 1970, the three major community schools in this area federated. We are now interacting as "the Federation of Boston Schools." In 1971-72 the Federation received a promise of a large grant to be used to

evaluate the schools. We have since received affirmations and commitments from all three community schools and the Federation. It was also a unanimous decision that the evaluation be a "self-study." The first drafts were submitted, "We're the Legitimate Evaluators, An Evaluation Model." A director for the evaluation project was interviewed and hired and the money promised was released.

Parents' Efforts Raise Money

Because we parents must provide buildings (space), staff, materials, and supplies, etc., the cost is approximately high.

Initially money was raised through parents' efforts. Tuition, fund raising ventures, chicken dinners, etc. and through "Friends" of New School. Foundation and grant sources have been tapped and contribute about 50 per cent of the total budget.

About 83 per cent of total money is spent on staff salaries. The other 17 per cent is spent for materials, mortgages, office supplies, utilities, etc.

The lack of funds and the constant struggle it caused, developed a determined, strong school/family operation. Our recent abundance of funds, while contributing to the solution of prior material problems, has caused other problems.

For further information:

New School For Children, Inc.
6 Bradshaw Street
Dorchester, Massachusetts 02121

ELEMENTARY-JR. HIGH SCHOOLS

Highland Park Free School

HIGHLAND PARK FREE SCHOOL

--Charles Lawrence, Principal,
and the Project*

Highland Park Free School, located in Roxbury, Massachusetts, serves children in the kindergarten through eighth grades. Since we opened our school in 1968, we have grown to number 220 students. About 95 per cent of the student body is Black, and our policy is to have at least 75 per cent of our students from families with annual incomes of less than $1,500 per family member per year--our school reflects the make-up of the neighborhood.

The history of the Highland Park Free School goes back to 1966 when members of the Highland Park community--deeply concerned at the failure of the Boston Public Schools to serve the educational needs of Black and poor children--founded Hawthorne House, a community center, in the building of a recently closed Catholic school. A pre-school program for 30 children--run by the parents and the community under the auspices of Hawthorne House--marked the true beginning of the Highland Park Free School.

Encouraged by the success of the pre-school program, the parents sought financial and technical assistance from the Educational Development Center, a professional education laboratory, to continue the program through the next school year. The EDC's advisory staff also promised partial financial support to help the parents to establish a primary school the following year.

While the pre-school program continued during the summer of 1968, the parents at Hawthorne House established a governing body which hired a principal and teaching staff--using consultant and program development aid offered by the EDC. And on September 9, 1968, the Highland Park Free School opened its doors to 117 students, from four to twelve years old.

The school is accredited. It applied to the local school board in order to obtain this.

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*Project--refers to the editor and other members of the Student Committee who assisted on this manuscript.

Knew They Would Learn

We knew from the start that our children could and would learn. Highland Park Free School exists to provide a different perspective for the education of our children. As a model it is tuition free and requires parent participation and control.

In the four years since the school was founded, it has developed a philosophy which represents a combination of two important ideas. Highland Park has become first and foremost a community school, in all the many meanings of that term. During the first year the school's parents felt the need to firmly establish the principle of community control at Highland Park. By the end of the year the school had been re-organized so that members of the community would have the primary influence.

The community now dominates the school's decision-making processes. The community has selected the staff, and the staff members live in the community. The community provides the central focus for the curriculum and helps to support the cost of the school. The school is committed to serve the total educational needs of the community and concerns itself with all of the social, physical, political, and economic factors which contribute to the community's health.

Secondly, Highland Park is an experimental school. It is profoundly committed to creating an alternative to existing public education--which has fallen drastically short of coping with the urban educational problems that Black and poor communities must face. The school is experimental in the sense that we are involved in creating an institution which is responsible to our community and serves our community's needs. We are dedicated to any innovation which serves those goals.

Community Teacher in Every Class

There are 29 people on our staff: 20 teaching staff, 5 supportive staff, and 4 work-study students.

One of the most important components of the Highland Park Free School model is the community teacher or pre-professional-noncertified teacher. Every classroom has a community teacher and a certified teacher. The community teacher works closely with parents and other community groups, in addition to his or her classroom duties to foster maximum feasible community participation in the school's life and also to foster maximum feasible school participation in community life. The community teachers are sensitive, alert community people hired on a twelve-month basis, with

ongoing training, with summers devoted to continued education and training. Ultimately, the community teacher will become a new kind of certified teacher. At Highland Park Free School the community teachers realize that the school is their thing. They are people who have their children in this, their school, so therefore, it is also their classroom.

During the school's first two years it was difficult to find certified teachers who came from our community. The certified teacher is the technician who provides the skills necessary in order to have a good functioning classroom, and in the past has, of necessity, come from a different socio-economic and ethnic background from the community teachers and most of the children. Increasingly, over the past two years, we have sought out and found certified teachers from our own community. The two teachers --community and certified--plan together and implement those plans together; each day they meet after school in order to evaluate what they did that day, and then plan the input for the next day.

The community teachers are enrolled in Boston University and Simmons College through the Career Opportunities Program, working toward a new kind of certification. The pre-professional and community teachers redefine their roles. The professional teachers here at Highland Park Free School understand and accent the fact that all community people are teachers in the sense that they have something to offer our children and that there is a desperate need for them to be in relevant-power roles.

In addition to this long term training, there are daily unit meetings immediately after school to discuss the events of the preceding day and make plans for the following day. Once a month there is also a meeting of the whole staff.

Staff Hired and Fired By Parents

Parents hire and fire staff. When an individual indicates an interest in employment, he or she is asked to provide basic personal data on a HPFS application form. Candidates must have a personal interview with the personnel committee and the administrator. The personal interview is keyed to securing pertinent information about the candidate, assessing the candidate's personality and attitude, interpreting the HPFS philosophy (See Appendix D), principles of practice, and procedures, and answering the candidate's questions about the school, the position for which (s)he is applying and the personnel practices and the financing of the school.

The school's curriculum is pupil-centered, emphasizing individualized instruction and stressing social knowledge as well as academic

skills. We are committed to promoting the growth and freedom of our community by teaching our children pride in themselves, their teachers and their parents.

The school is non-graded, and children's learning progresses at rates which are appropriate to them--instruction and learning in the school is highly individualized, not merely in terms of how rapidly each student does his work, but in terms of subject matter and instructional materials also. At the same time, learning is organized so as to encourage collective work and responsibility, with a premium placed on sharing and caring for others.

This year there are five teaching units in the school. Each of these units contains at least two classrooms. No teacher considers him/herself assigned to one classroom. The three or four teachers on a unit share responsibility for all of the children in that unit and work as separate parts of one body.

Parents Help Raise Money

In addition to the role described above that community members play in the school as teachers and in the hiring process, parents also raise a percentage of our annual budget, assist in development of curriculum, and generally carry the primary decision-making responsibility in developing school policy. It's hard work and we work hard at it--we expect each other to work hard at it. All parents in the HPFS family must consider participation in school activities as part of their commitment and duty. Attendance at most of the monthly general parent meetings is required. Parent involvement evaluations are made three times a year. Failure to participate subjects families to a $25 fine and/or expulsion of their children. Specific guidelines covering parent participation and including a suggested list of activities is compiled and given to all families. Highland Park feels that the education of our children is a job that must involve parents and teachers working together in order that our children can learn, grow and become strong. To further facilitate such involvement, all classrooms are open and parents are urged to visit and participate at any time. Notices of staff vacancies are sent to all parents. Given equal qualifications, parents receive priority in filling all jobs.

Two years ago our school joined two other community schools in Boston to form the Federation of Boston Community Schools. Because all three of these schools are committed to the growth and well-being of the entire community we have found ourselves increasingly involved in issues and programs which extend beyond our schools' walls. The Federated

Schools have become one of the strongest community institutions in the Roxbury-North Dorchester area. Our facilities are constantly in use by other community groups; skilled members of our staff are regularly in demand, and our parents are a readily organized constituency to provide support for important community issues.

It should also be said that the school is committed to change in the total public school system in our community and seeks to provide opportunities for both parents and teachers in the public schools to learn from our experience.

We are in the midst of an extensive self evaluation entitled "We are the Legitimate Evaluators." This will be completed in September of 1973.

At present, the largest part of our funds comes from foundations and federal programs. Throughout the year our parents and staff are involved in local fund raising efforts. We are attempting to increase our public sources and develop local means of supporting ourselves.

For further information:

Charles Lawrence, Principal
Highland Park Free School
42 Hawthorne Street
Roxbury, Massachusetts 02119

PRE-SCHOOL-SECONDARY SCHOOLS

Nairobi Day and High Schools, Incorporated

NAIROBI DAY AND HIGH SCHOOLS, INCORPORATED

--Barbara Mouton, Administrator

Nairobi Day and High Schools, Incorporated, is located approximately 40 miles south of San Francisco at the southernmost tip of San Mateo County in an unincorporated area called East Palo Alto by some and Nairobi by others; the area has no official name.

Our school system extends from pre-school through high school. At the present time, the student complement is totally Black although any child who can benefit from the Nairobi environment is welcome, regardless of race, creed, or national origin. In grades kindergarten through high school, 22 children are from middle-income families and 23 are from low-income ones; in the pre-school all the children are from low-income families. There are 40 children in the pre-school and 45 in grades kindergarten through high school, making a total of 85 children.

The Day School (name later changed to Nairobi Day and High School, Incorporated) was founded with courage and conviction. It was founded out of desperate need. The public schools and public education were not instruments in facilitating social and economic mobility for children in this Black community. Believing intensely that their children could learn, a group of mothers in 1966 formed a Saturday supplementary school to narrow the gap between the children's actual performances and demonstrated potentials. The emphasis was upon developing self-confidence and improving skills in the areas of reading and mathematics. The high school, a five-day-a-week operation, came into being in April, 1969, and the elementary component followed in September of that same year.

In the beginning it was difficult to obtain facilities for the Saturday school. This was resolved by purchasing property (still paying the mortgages) and remodeling structures into educational facilities. Money has always been a problem. We receive no federal or state monies for operations. We still conduct a Saturday school for children from the area public schools; this is provided free of cost to the students.

The secondary school is a recognized candidate for accreditation. We applied to the Western Association of Schools and Colleges in Burlingame and merely followed procedures.

System is Black-Controlled

The Nairobi School System is unique. It is Black controlled and based upon the needs and aspirations of Black people. Its success is based upon Black people exercising their rights and responsibilities in the education of their children. When a student leaves Nairobi he should know (1) who he is; (2) where he is; and (3) why he is who he is. A student should (will) have a positive self-image; a positive identification with the community; self-direction, self-discipline and resourcefulness; will have developed the ability to take advantage of all opportunities; and consequently, will dedicate and gear his academic life to the improvement of his community.

The Nairobi School System has 23 staff members, as follows:

Director--responsible for over-all program--a major portion of time is spent in raising funds for schools' operation

Administrators (3)
- Pre-school--directs program and teaches
- Elementary--coordinates elementary school and is responsible for schools' fiscal program; helps to raise funds, also
- Secondary---coordinates high school and teaches three classes; will help to raise funds, also; is student counselor

Instructors (5 full-time)
- Pre-school 2
- Elementary 3
  - primary--grades first through third
  - intermediate--grades fourth through sixth
  - kindergarten

Instructors (12 part-time)
- Pre-school 2
- Elementary 1 (art)
- Secondary 9
  - law and government, economics, mathematics, social sciences, English, physical sciences, leadership, agriculture; there are two instructors in the law and government class and one instructor in each of the other classes

Librarian (part-time)

School Pianist (plays at the motivational assembly each morning and at school functions and fund-raisers)

Because of the nature of our school and its grass-roots origin, we are intimately involved with the community; some staff and trustee positions are held by parents of children in the school.

Staff Must Be Flexible

The staff must be able to teach and must be very flexible. They must be able to move from the book to the broom. They must be committed and hold positive expectations for their students. Our staff and board, Black-directed and controlled, is multiracial. Teachers do not have to have credentials, although the majority do. It is imperative that they be able to teach, though.

We start off our school year with an intensive pre-service period either in the summer or during the two weeks immediately preceding the opening of school in the fall. Before Saturday school starts each year, we have two or three all-day workshops for teachers and tutors.

Generally the Board of Trustees' executive committee makes the staff selection. In order to be considered, an aspiring teacher fills out an application and is interviewed. If there is a vacant slot and the committee feels it is in its best interests to hire that particular person, it becomes a fait accompli. All except one of our full-time staff is paid; four of our part-time staff is paid.

The Nairobi Schools were founded with the belief that the earlier a child's formal educational process begins, if the school is cognizant of and involves the totality of forces molding a child's experiences, the more successful it will be for the student. Therefore, our curriculum is an ever-evolving, academically-oriented process. It is designed to assist the student in developing the self-confidence, skills, and tools he needs to make a worthwhile, humane contribution to his community. In this environment, the pre-school child soon discovers "It is good to be me!" He is encouraged to share with others; he is assisted in developing the necessary abilities to look, listen, and learn. This is the beginning of an awareness that one uses what he's got to get what he needs. Emphasis is given to forming meaningful links between different learning areas and promoting good physical and mental habits for survival.

The young students in the elementary school are so inculcated with the idea "we can learn" it becomes an integral part of them forever after. In this non-competitive environment, students really grasp and utilize the concepts "Each one, teach one" and "He's not heavy; he's my brother." We teach reading and mathematics at the kindergarten level.

Education for Survival

The educational process assists the older student in dedicating and gearing his academic life to the high-priority needs of his community. The emphasis is on education for survival. Having been a part of the Nairobi Family for a while, he recognizes the purpose of learning is to help his family, school, and community, not to out-do others or develop one-upmanship. Consequently, his measurement of success is based on contributions to family, school, and community, rather than individual accomplishment. Specific areas include: reading, writing, mathematics, communication skills, French and Spanish, social science, the physical sciences, community service, history, Black history, Black literature and poetry, music, counseling, family living, law and government, economics, English, and physical education.

Nairobi encourages non-competitive teaching techniques; teachers develop methods that allow students to assist one another rather than compete against one another. The results of non-competitive teaching: helps to build identity; builds sense of security and confidence; cuts down on fighting and the need for one-upmanship; results in teacher using phrase, "Should you be doing that?" instead of "Don't!"--gives person chance to weigh alternatives and develop own judgement; allows students to be more receptive through conditioning (you list behavior objectives and then condition students to internalize them). At Nairobi a teacher must live by precepts and examples--you can't teach that which you don't know, and can't lead where you don't go; a teacher must be accountable for his actions; a teacher must believe in a student's potential for success.

Curriculum and methodology address themselves to our goals succinctly, explicitly, and ebonicentrically!* The result is a culture-laden, evolving process, based on community needs where students have opportunities to observe, explore, examine, and manipulate information. Process is matched with goal.

The requirements are few: a student must show signs of agreeing with and benefitting from the Nairobi environment by the end of the first six weeks after entrance; he must be serious about academic achievement; he must respect himself and others; and he must meet whatever class requirements the instructor stipulates.

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*Ebonicentric--based upon the needs and aspirations of Black people.

Good Community Relationship

Parents and/or community members are integral parts of the school, serving as staff and board members, participating in the decisions determining school policy and operation. Nairobi Day Schools, Inc., has a very good relationship with many community agencies, particularly the public schools. Members of the Nairobi Family were involved in establishing some of these agencies, for example, The Charles Drew Health Center, Nairobi College, and several of the area churches. Members of our schools' evaluation committee are public school educators, for the most part; one is county superintendent of schools, another is superintendent of the large unified school district contiguous to this area, and two are members of public school boards of trustees; one member of this same committee is director of a large private school close by. This year, we have students from the local high school enrolled in our economics law and government class. We see our school providing a positive competitive model for the public schools, thereby breaking the monopolistic grasp those same schools have on the children of this community. Most of our contacts with other community institutions are direct, personal ones, made in person and/or phone.

As one parent succinctly stated, "Nairobi changed midnight into day for my children." Again and again children manifesting an increase in self-confidence and academic skills prove that whatever we are attempting to do here works. Each year in May when we test our students (a test is given at entrance, also) we find every student in our school can read; some kindergarteners are able to read and compute numerical problems on a second grade level. We evaluate our results on the amount of growth a child has made during the school year. Many of our students are several grades above the level of students of the same chronological age group in other schools. We use tests we construct ourselves and many of the so-called standardized tests (even though they are culturally biased). Our future projections include a 15-year longitudinal evaluation; many of the students who began their schooling at Nairobi will be out in the field by that time and we can get an accurate evaluation of our educational program.

Costs $65,000 Per Year

It costs approximately $65,000 per year to operate the elementary and secondary schools. We levy a tuition (brings in approximately one-eighth of our operating budget). We are in a constant fund-raising furor (seminars, conferences, bazaars, rummage sales); members of the executive committee give lectures and act as educational consultants to/for various programs--all honoria derived from these sources goes directly to the school. We exist, mainly, through small donations from friends and sup-

porters; some of these donors have supported the schools since inception. We receive no federal or state funds. Our elementary school has been the beneficiary of one grant from a local foundation. The majority of the funds goes for staff salaries (approximately 88 per cent); the rest goes for space costs, utilities, and expendable supplies.

Lack of funding, while not affecting the educational program, sometimes makes things rather inconvenient; for example, we have no laboratories for science and our students must travel quite a distance to use those of a host school; our library is very, very small, located in a converted garage; we have no facilities for physical education. Lack of funding and not being self-sustaining means that a few people, in addition to regular assignments and duties, write all the proposals, speak to various groups for a fee, lecture, and act as consultants; consequently, some people are very, very tired all the time.

We are a very real institution, not just a paper one. Regardless of lack of funds and an unrelenting uphill struggle, we are what we say we are.

AMEN!

For further information:

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ELEMENTARY-SECONDARY SCHOOLS

United Block Association

UNITED BLOCK ASSOCIATION

--Al Sutherland, Staff Member

The United Block Association, located in Brooklyn, New York, works with students from age eight to sixteen. Currently, we are working with 25 students who are Black and from low-income families.

Our program is based on the need of the community for remedial academic programs in the areas of English, reading and math. We have not sought accreditation, as it is not essential in order to maintain an afternoon homework study program nor to provide remedial services for adults.

In areas where remediation is necessary, the child should function on his grade level, at least. We achieve this goal by breaking down each subject area into its basic elements. By insuring student comprehension of the fundamentals of each subject area, total comprehension of the subject is stimulated.

Work For Positive Attitude

We attempt to instill a positive and personal attitude toward the need for education. Education must be viewed by the student as a vital and essential tool for personal survival and advancement, in specific, and as a vital and essential tool for the survival and advancement of Black people, in general. We try to show the relationship between the actions of the individual and the effects of those individual actions on the group. It is important that each student view himself as an individual possessing certain unique qualities and skills which, when contributed to the peer group (class) and eventually to the total group (race), enhance and magnify the power and effectiveness of that group.

In our learning situations, the immediate peer group represents the total group of Black people, nationally and internationally. The attitude of the student toward his peer group will constitute his relationship to his community in later life.

Currently, our staff consists of six full-time staff members and three part-time volunteers, including a director, an education specialist,

an education assistant, a community liaison, and a secretary. The director sets policy, makes individual evaluations of the head teacher, instructors, and students, regularly evaluates the effectiveness of the total program, and decides with the head teacher on content of subject matter prepared for students. The director also interviews and makes the final decision about who is hired. The administrator handles enrollment, attendance, student records, and all related matters. The head teacher selects (with the director) remedial, grade level, or supplemental subject matter for study, educational games and recreational study, makes all student and teacher assignments, and evaluates instructor performance and student progress. The head teacher also makes programmatic evaluations.

Staff Must Show Commitment

Potential staff must have a concern for and a commitment to the children of the community. We try to make sure that the people who work with us have no hostility or negative feelings about the children in our community. They must have patience and be able to motivate the young brothers and sisters. The racial composition of the staff is Black and staff members work as volunteers. Teachers do not have to have credentials, but 33 per cent do.

By way of training, an orientation session is given by the director and head teacher. Because we are a small organization, the director and head teacher observe the rest of the teachers regularly and discuss their techniques.

Our curriculum includes the following subjects: English, phonics, reading comprehension, basic math, accounting, "High School Equivalency" preparation, seminars and lectures on community problems, homework study, and educational recreation. The curriculum is so constructed as to lay a firm foundation on which to build the academic and intellectual structure. A facility in the areas we have indicated, the first four especially, helps to insure the priceless ability to communicate and comprehend.

Build Feeling of Self-Worth

Individualized instruction, the basic methodology we use, serves to build the feeling of self-worth that is so lacking among our people. Because we see our young brothers and sisters not only as a group but also as individuals with great potential, in time, they begin to see themselves in the same way.

Parents contribute by attending periodic meetings and assisting in any fund-raising or other community projects.

We are reaching a closer relationship with the public schools and other institutions in our community. This relationship is manifested in referrals to our program and a willingness to ignore our lack of approved credentials.

We have found that when students participated in our program, their interest in and enjoyment of academic work increased 100 per cent. Students displayed marked improvement in classroom achievement, and they showed more understanding of and concern for each other. Moreover, we have achieved a close relationship with parents and the community at large. Students often want to participate in overtime classroom situations at the center, have requested extra work, and brought friends to join. Parents and public school teachers have informed us of marked improvement.

Last year we spent approximately $2,000 on supplies. This amount was out-of-pocket expense by staff. We use donated space, volunteer staff, and have not yet attempted to compute operational costs. Our lack of funds require that we use makeshift methods, although this is not altogether a negative thing. Lack of funds is now causing us, however, to limit the variety of services and the number of participants. We have had to eliminate the games and other programs which were designed to develop the interest of those who have a severe dislike for formal schools and anything that is associated with them. It also causes us to be very formal in our tutoring and to shorten the frequency and length of sessions.

For further information:

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SECONDARY SCHOOLS

Harlem Preparatory School

HARLEM PREPARATORY SCHOOL

--Project*

Harlem Prep, located at 2535 Eighth Avenue, New York, New York, is the only college preparatory school in Central Harlem. It was opened on October 2, 1967, at the 369th Armory in New York City. In 1968, the school moved to its present home, a renovated supermarket. As is implied, the school basically serves students in the secondary school age group; however, in 1969, night classes for adults and young working people began. At its inception, the school had only 49 students and nine faculty members. Since that time it has grown to its present enrollment of 600 students, with 24 paid teachers and 4 administrators. There are also 20 to 30 additional faculty members who either volunteer their services or come from industry and are paid by their employers. Two of the school's main beliefs are unity and diversity; thus, it has representatives from diverse racial, political, and religious groups among students and faculty.

As a college preparatory school, Harlem Prep was founded to work with students who left high school prior to receiving their diploma or who, if they did finish, still did not have the skills necessary to pursue a college education. The goal is to refocus their educational patterns and place them in colleges and universities throughout this country and Europe. It is also the purpose of this school to help young people use their talent, allowing higher education to change their lives. While emphasizing the acquisition of skills and knowledge necessary to be successful in college, Harlem Prep also places great emphasis on the personal development of the student, and the recognition of his responsibility to others than besides himself, as can be seen by the school's motto, "Moja Logo," which means "There Is Unity In Brotherhood." This principle is put into practice through programs in which the students serve in community agencies throughout

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*The bulk of the information for this description was drawn from two sources sent to the project by Harlem Prep: their Fact Sheet and a pamphlet entitled "The Story of Harlem Prep." Other information was gained in a telephone conversation with Ann Carpenter, director of curriculum and teacher education at Harlem Prep, and with Edward Carpenter, headmaster.

New York City, but particularly in the ghetto areas. Furthermore, students are encouraged to feel that they have a commitment to return to their communities and serve after their graduation from college. This is the way they become full alumnae and alumni of Harlem Prep.

Need Genuine Love of People

Characteristics looked for in prospective teachers are a genuine love of people regardless of race; proficiency in one's subject matter, and a flexible personality--a willingness to learn from all, especially the students. All those applying to teach at the school are interviewed by department chairmen and the director of curriculum and teacher education. Applicants also meet some of the students and talk informally with them or teach a lesson. Then an informal discussion about it and evaluation of it are held by students and teachers and recommendations are made. Credentials are not necessary; in fact, 6 out of the 24 paid staff do not have a B. A. Weekly staff meetings serve as in-service training workshops. Harlem Prep also works in conjunction with several local colleges to train prospective teachers.

Harlem Prep directs its courses toward solving problems of contemporary life as well as enabling its students to construct models of the future society, as is in keeping with their dual goals of traditional academic preparation and community service. Courses are offered in anthropology, sociology, political science, Asian studies, African studies, world history, economic theory, Latin American studies, filmmaking, art, music, dance, modern math through calculus, physics, chemistry, and biology. "In order to graduate, students must demonstrate the ability to do college work; they must be proficient in verbal and written, as well as in mathematical, skills. They must acquire a firm grounding in social studies. . . . They must also, however, have a record for consistent attendance and punctuality and show their ability to live up to the spirit of the school, which presupposes self-development and service to the community."

Strong Expression Not Suppressed

What, however, actually goes on in the classroom? The school's stated attitude is: "Students are encouraged to question, to take interest, to respond. Harlem Prep does not suppress response, no matter how strongly it is presented. Strong expressions of interest are in fact interpreted as showing an academic inclination on the part of the students. Students can attend the classes they choose. If, for some reason, the teacher fails to show up, they can sit in on any other class--or sit alone and study. This is

the practice because the school assumes that the students are old enough and responsible enough to make independent decisions and judgments.

"Faculty members have had to give thought to putting their work in textbook form, because of the lack of textbooks that meet their diverse curricular needs. Clearly, the faculty members are developing new approaches."

One point in discussing Harlem Prep that clearly must not be overlooked is the fact that parents and community people at large play an important role in the school. Departing from the public school practice of looking upon and using parents (and other community people) only as auxilliary policemen, Harlem Prep has made them an integral part of the structure. The school, through the encouragement of direct input into the community by all those connected with the school, has gained credibility and relevance with the community's residents. In addition, its Board of Trustees reflects the educational, business, parental, student, social and civic organizations of its community and the larger city. Moreover, there is also a parents' committee. In fact, it was that committee which decided to open the night school for parents and young working people. They selected the faculty and handled the administrative work for it.

Success Seems Evident

Harlem Prep has evaluated its achievement on the basis of its two main goals: college placement and personal development that contributes to the well being of the whole school and the larger Harlem community. On both these indices it seems to have achieved substantial success. First, the enrollment has grown from 49 students at inception to 600 students today. More importantly, in less than four years Harlem Prep has graduated 400 so-called "dropouts" and placed them into colleges and universities. Two hundred more were accepted in colleges and universities for September, 1972. Only approximately 17 of the 400 previously placed students dropped out of college, and 11 of the 35 students who were in the first graduating class in 1968 have satisfactorily completed their college education and received their bachelor's degrees in June, 1972.

Harlem Prep's students have been accepted at more than 189 colleges and universities. Some of them are at the University of California at Berkeley, Fordham, New York University, Howard, Hampton, Vassar, Shaw, Wesleyan, Columbia, the New World University at Valise, Switzerland, Friends World College, Franklin-Marshall, Emmanuel College, Carleton College, Lawrence College, Antioch, Pace, Carnegie-Mellon (School of Engineering), New York Institute of Technology, Northrop Institute

of Technology (California), Assumption College (Worcester, Mass.), St. Xavier College, Loyola, Ryder, Fairleigh Dickinson, University of Massachusetts, Bowdoin College (Maine), University of Wisconsin, Clark College (Atlanta), Spellman College, Morehouse, Tugaloo, Alabama, and California Tech.

In the area of personal development, its Moja Logo Singers, Band, Drummers, and Dancers have appeared in concerts at various colleges, community centers, and churches throughout the nation. The Film Department has produced several films that may be rented from the school. Last March, the total program entitled "Films from Harlem Prep," was presented at Lincoln Center in New York City.

No Tuition Charged

It costs approximately $680,000 a year to run Harlem Prep. All this, except for $60,000 from the federal government for an Upward Bound program, is raised from private donations. No tuition is charged, and educational materials are free. Funding is always a concern. For example, sometimes the payroll will not be fully covered until the day before it is to be given out. This constant hustle for funds adversely affects the school in that it keeps the staff from giving as much of its attention as is desirable to such things as curriculum development.

For further information:

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JUNIOR COLLEGES

Nairobi College

NAIROBI COLLEGE

--Mary Hoover, Chairman
Communications Dept.*

Nairobi College, located in East Palo Alto, California, is a junior college. Its students are basically poor and Black, and there are approximately 250 students presently enrolled.

"There are several interesting things about our student body. The first one is that at least one-third of our students are over 30 years of age. The oldest student is 65 years of age. . . . We have attracted students from all over the country and the world--Nigeria, Ghana, South Africa, Jamaica, Trinidad, New York, New Jersey, New York, Mississippi, . . . Texas [and of course California]."

The school was set up as an alternative to the traditional junior college, normally located at the top of some hill, catering to the middle-class white student. The school started when a group of students who had been "purged" from the College of San Mateo after a "riot" came to Bob Hoover and Jean Wirth (former directors of the Readiness Program at the College of San Mateo, also victims of the purge) and asked them to help them start a college of their own. The main problem the college faced in getting started was financial. That is one thing that has not changed for the college, though it just started its fourth year in operation this September. Currently, the school has been granted the status of Candidate for Accreditation by the Western Association.

Need At Least One Technical Skill

Nairobi College feels students should have the basic skills needed to function in this society, along with at least one technical skill, when they leave the school. They should have also acquired some leadership ability and attempted to change their values from materialistic to

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* [I]n excerpts also from "Nairobi College," by Robert Hoover, founder of the college (May, 1972), added by the editor and indicated by quotes in the text.

humanistic. They should be able to follow most of the Nairobi Code and Philosophy (See Appendix E).

The college has a faculty consisting of 10 full-time people, 10 half-time people, and 10 volunteer and quarter-time people. Our faculty and staff members are from many parts of the Black world, Africa, the Carribean and the United States.

In selecting instructors, we look for personnel who have knowledge of their subject matter and indicate a willingness to follow the Nairobi Code and Philosophy. Teachers do not have to have credentials, although 10 per cent do. Prospective teachers are interviewed and selected by a selection committee, made up of the department chairperson, another teacher in the department, and a student in the department. Before the start of classes, all faculty attend a three-day general orientation. Department chairpeople also orient new staff in their departments to methods that have been used successfully.

There is also an administrative staff of several people. "The Structure of Nairobi College consists of a Board of Directors which has three community members, three student members and three faculty-staff members. The president of the college is directly responsible to the Board of Directors; he is responsible for the day-to-day operation of the college. According to our organizational chart, the college has three directorships which are: director of the central office, director of academic affairs, and director of student affairs. In actuality, the president plays the dual role of being president and director of the central office. . . ."

Student-Faculty Committees

"There are several college committees which are comprised of students and a faculty representative; these committees are all responsible to the Student Council, the main function of which is to see that the students' needs are met at the college. These committees are: Financial Aid, Staff Selection, Student Evaluation, and Emergency Loan Committees. The title of each committee should explain its function. There is one committee that has a different make-up from all the other committees. It is the Discipline Committee. This committee is composed of the president of the college, the director of academic affairs, two staff members, two students, and two members of the Board of Directors. This committee handles the disciplinary problems which are referred to it by the president, director of academic affairs, and the Student Council."

The college also employs several students in work-study posi-

tions as either tutors in the academic subjects or as assistants in the staff offices of the school.

Nairobi's curriculum falls under five departments: communications (English, foreign languages), math-science, social science, fine arts and business.

In teaching, most teachers try to avoid the lecture method as much as possible. They attempt to use group techniques such as dividing the class into committees. Our curriculum content and methodology are skills and attitudes oriented in keeping with the philosophy. Although students generally have quite a lot of choice, all must take political awareness orientation class and the appropriate English and math classes. For example, if a student has a reading problem, he is required to take a reading course.

Uses Community Facilities

Nairobi College is a "community college." The community is its campus. Other than the main office building and one other building, the college uses the facilities of other community institutions for its classroom facilities. Community members are on the college's Board of Directors, and the relationship between the college and the public educational institutions is good, particularly at the elementary level. Our tutors work in the elementary school, and we often use their facilities. Relations are not very good with the public high school, as it is governed by a board with no representation from the community on it, and thus does not represent the community. When, however, we say Nairobi is a community college, we do not refer to only the local community; "we mean the entire Pan-African community. Our community service program serves not only East Palo Alto but brothers who are in prisons over the state of California, brothers and sisters from the Continent and the Caribbean."

The community service program currently operates the following projects in the college:

1. Prison Program

The prison program has been in operation for the past 25 months. Currently, 15 brothers have been paroled to the college. We have not had one brother return to prison since his arrival at Nairobi College.

2. Research Institute

This institute is currently involved in developing a new model

for financing education for the state of California. This could have a profound effect on the education of all Black children in this state.

3. Work-Study Program

This program allows 70 of our students to work in various community agencies, such as the local schools, juvenile probation offices, library, and the neighborhood health center, at little cost to the employer.

4. African Student Program

We have approximately eight students from the Continent and three students from the Caribbean. Five members of our faculty are from the Continent. We consider this program to be a part of our contribution to the Pan-African movement in that we provide access to educational opportunities for brothers and sisters from the Continent and the Caribbean. These same brothers and sisters will return to their countries and utilize these skills. Within the next year, we plan to expand this to an exchange program whereby we will be sending some of our students and staff to Africa. We are in the process of working out the details of this arrangement.

5. Cultural Program for Local Community

Our musical groups have put on several concerts during the past year for the benefit of the community. We have also brought speakers to the community and have shown films on Africa.

6. Community Education

We have had a series of lectures on South Africa; we have also sponsored a Pan-African conference and a statewide conference for Black people in the state of California. The college is also in the process of developing a Youth Program and Drug Program for the local community.

Fifteen to 20 of our students have transferred to four-year colleges; their cumulative grade point average at these schools is 3.1. Many community people have improved their basic skills in reading and math. We have measured these achievements in two ways. First, the director keeps up with our students who transfer and their records. Second, standardized reading tests reveal that students in reading classes go up 20 percentile points or two grades each quarter.

Our current operating budget is approximately $320,000. Funds for operating the college are raised through the federal government (OEO) and private foundations (the Olerton Farms Trust Fund). "We have received funding from the Office of Education for our Talent Search Program, Student Special Services, and the Student Financial Aid Program. The faculty members are paid from the tuition that the students pay to attend Nairobi College." Funding is always a concern and it affects the school's operations, as most of the staff have families and need a steady source of income.

For further information:

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Editor's Note: For a discussion of four-year Black institutions, see Foreword, p. ix.

APPENDICES

APPENDIX A

(This is the outline used to guide staff workers in writing up their school.)

OUTLINE FOR SCHOOL DESCRIPTION

I. Basics

A. Name of school

B. Location of school

C. Grades or age group included in school

D. Racial and economic composition of student body

E. Size of student body

F. Background
--why school was set up
--how it got started
--problems in establishing it and maintaining it, if any
--length of time it has been in operation

G. Accreditation
--is the school accredited?
--if so, what procedure did you follow?
--if not, why not?

II. Educational philosophy

A. General orientation of the school
--what skills, attitudes, etc. do you think a child should (will) have when he or she leaves your school?

III. Staffing policies

A. Size of staff

B. Kind of staff roles you have--e.g., director, teachers, community liaison people, etc.

--responsibilities of each role, with regard to school functions as well as the community at large.

C. Characteristics looked for

D. Racial composition

E. Do teachers have to have credentials?
--what percentage does?

F. Any pre-service or in-service training you give them

G. Selection process--who decides and what process do aspiring staff members have to go through in order to be hired?

H. Is your staff paid or volunteer?

IV. Curriculum

A. Content

B. Teacher methodologies

C. How both address themselves to your goals as expressed in the philosophy section

D. Requirements, if any, that all students have to fulfill

V. Community/parental relationship to school

A. Role parents and/or community members at large play in school operations

B. Communications network
--what relationship do you have with other community institutions (particularly the public schools; particularly do you see any effect, or do you want what your institution is doing to have an effect, on the public schools)?
--mechanisms used for contacting other community institutions

VI. Evaluation

A. Results you have achieved

B. On what basis do you evaluate your results and/or what plans do you have in the future for such?

VII. Financial procedures for the school

A. How much does it cost to run it?

B. How do you raise those funds?

C. How are the funds distributed, such as what percentage goes to staff salaries, materials, etc.?

D. What effect does the lack of (or abundance of) funding have on how the school operates?

VIII. Any other important factors about your school which have not been covered in the other sections

APPENDIX B

(The following is the Parent Participation Pledge for Centers for New Horizons in Chicago.)

DATE:_____

RECEIVED:_____

PARTICIPATION PLEDGE

I, _____ DO HEREBY PLEDGE MY FULL SUPPORT
Parent or Guardian
AND PARTICIPATION IN THE ACTIVITIES OF THE "CENTER CONGRESS" --AN ORGANIZATION MADE UP OF THE PARENTS AND GUARDIANS OF THOSE 3 TO 5-YEAR-OLDS ENROLLED IN THE WASHINGTON PARK SOUTH CENTER OF CENTERS FOR NEW HORIZONS, INC. REGULAR CENTER CONGRESS MEETINGS WILL BE HELD TWICE A MONTH, AND I PROMISE TO MAKE EVERY EFFORT TO ATTEND BOTH MEETINGS.

HOWEVER, IT IS MY UNDERSTANDING THAT IT IS MY DUTY AND OBLIGATION TO ATTEND NO LESS THAN ONE OF THE TWO MONTHLY MEETINGS IN THE INTEREST OF MY CHILD.

IF I AM UNABLE TO ATTEND A MEETING, I WILL MAKE EVERY EFFORT TO HAVE AN ADULT REPRESENTING MY FAMILY IN ATTENDANCE. FINALLY, I FULLY UNDERSTAND, THAT FAILURE TO PROVIDE FAMILY REPRESENTATION FOR THREE (3) CONSECUTIVE MEETINGS OR A ONE-AND-A-HALF MONTH PERIOD WILL BE VIEWED BY THE

DIRECTOR AND CENTER POLICY COMMITTEE AS AN INDICATION OF MY DISINTEREST IN THE WELL-BEING OF MY CHILD/CHILDREN, AND I WILL BE CALLED TO A MEETING WITH THE DIRECTOR AND CENTER POLICY COMMITTEE TO SHOW CAUSE WHY MY CHILD'S ENROLLMENT IN THE CENTER SHOULD NOT BE SUSPENDED OR DISCONTINUED.

NOTE: IN EVENT THAT I AM STILL UNABLE TO PARTICIPATE IN THE CENTER CONGRESS, AND ALSO UNABLE TO PROVIDE ADULT REPRESENTATION IN MY ABSENCE, I WILL SEEK TO MEET PERSONALLY WITH THE DIRECTOR, AND THE CENTER POLICY COMMITTEE FOR THE PURPOSE OF REQUESTING A WAIVER OF THIS PARTICIPATION PLEDGE. FURTHER, I UNDERSTAND THAT THE ISSUANCE OF A PARTICIPATION PLEDGE WAIVER WILL BE GRANTED SOLELY ON THE BASIS OF MY BEING ABLE TO ESTABLISH TO THE SATISFACTION OF THE DIRECTOR AND POLICY COMMITTEE, THOSE PHYSICAL, MENTAL, OR ECONOMIC HARDSHIPS WHICH MAKE IT IMPOSSIBLE FOR ME OR A REPRESENTATIVE TO PARTICIPATE IN THE ACTIVITIES OF THE CENTER CONGRESS.

FINALLY, I FULLY UNDERSTAND THAT A JOINT-DECISION OF THE DIRECTOR AND POLICY COMMITTEE TO GRANT ME A PARTICIPATION PLEDGE WAIVER WILL BE MADE ONLY AFTER AN UNANIMOUS VOTE HAS BEEN TAKEN BY THE COMMITTEE IN MY FAVOR.

APPENDIX C

(These are letters from parents to the staff of the Get It Together School in Berkeley, California. An essay from one of the Get It Together students is included.)

TO WHOM IT MAY CONCERN:

The Get It Together Summer Program has helped Steven an awful lot; he has improved in his mathematics.

Sincerely,
Mrs. Faye Thompson
Parent

DEAR G.I.T.,

The Summer School, which Jeannie Allen attended, enlighted my daughter in curricular activities. Their were so many subjects to hold her interest until Jeannie felt good and couldn't wait for school each and every morning. Because the summer school program was well organized and managed beautifully, my daughter was delighted and so was her mother.

My daughter will be looking forward to next summer, to attend your summer school.

Yours truly,
Jean Allen
Mother

TO G.I.T. STAFF:

The summer school session which my children participated in has been most enjoyable and helpful to them. I can only judge by their response to the program which has been very positive.

The activities planned and carried out were both mentally and physically expanding for those who were a part of it. Hope it will continue in years to come.

Mrs. Mary E. Hughes

P.S. The program also kept the children from becoming bored all summer.

TO THE TEACHER'S SUMMER SCHOOL:

As a parent of 4 children attending summer school it was an enjoyable project for the children, and many rich experiences of learning. I am very happy they could attend it give them something to do for the summer and look forward to. I must say I enjoyed the summer school open house it was indeed a pleasure to tour and watch the many educational games, toys etc. I think it was great.

A Parent,
Irene Cox

* * * * * * * * * * * * * * * * * *

MY HIKE

--By Cheryl Cox, Age 13

Today we went on a hike in Tilden. It took about twenty minutes to get there. We were very tired when we got there. On the way up we heard many sounds and saw many things. All we saw were trees and trees and tweety grounds. We stayed about 10 or 15 minutes and got ready to leave. When we got there we wrote these stories. Seven kids went and Arlene and Joey, our tutors went too. We took a short cut on the way back. Then, we went back to the house and got ready to go swimming. After swimming we had brownies and went home.

Today Nikki came by the house and picked up the summer school kids. Only four kids, Jeannie, Birdie, Steven and I came today. Two kids from pre-school came, Malana and Lara. When we got to the house we did our exercises and I took the little kids upstairs. They helped ice some cupcakes and made caterpillars out of some egg cartons. Later, they painted them, and I put a face and some antennes on their heads. Then they washed their hands and I gave them some snack. They had cupcakes and lemonade, (so did the big kids). Then we went outside and wrote until it was time to go swimming. We got our gear and left. I didn't go swimming today because I had a cold. Birdie, Jeannie and Steven went swimming. It was a nice day to go swimming. We had to be there 15 minutes early. About 11:15. Our swimming lessons start at 11:30. Then at 12:00 we went home.

Mr. and Mrs. Moshesh were the directors of the summer school, which was called Get It Together Reading Club. Their house was next to

Tilden. Their back yard was really big, in fact shall I say gigantic. I learned many things. One thing I liked was the reason I can explain on this piece of paper. We had to write a story everyday to turn in the next day. This summer school is for all ages, I guess, from 4th on up to 10th, maybe higher, but I can't really say. We had fun sometimes. Sometimes I stayed until about 3:00 or 3:30. Many people don't know about this summer school that need to know. We had to take a clipboard on every trip we went on to write what we saw. I guess that about raps it up. One more thing, next summer I'll be looking for you; think about that, you hear: Take my advice, you might need it. Good-by. Thank you for a nice summer school class, I really enjoyed it, really! Sign out!

APPENDIX D

(The concept of NGUZO SABA, also known as the Seven Black Principles, constitutes the philosophical basis for several of the schools included in this book, e.g., Highland Park Free School, Centers for New Horizons, Nairobi College. The following is the statement of Highland Park Free School's application of NGUZO SABA.)

NGUZO SABA

We are beautiful people. We will grow, learn and become strong. As a member of the Highland Park Free School family, I will do my best to live by the Nguzo Saba.

UMOJA = Unity--to strive for and maintain unity in the family, school and community.

KUJICHAGULIA = Self-determination--to define ourselves, name ourselves and speak for ourselves instead of being defined and spoken for by others.

UJIMA = Collective work and responsibility--to build and maintain our community together and to make our brothers and sisters' problems our problems.

UJAMAA = Cooperative economics--to build and maintain our own stores, shops and other businesses and to profit together from them.

NIA = Purpose--to dedicate ourselves to doing our best and to discipline ourselves for the good of our people.

KUUMBA = Creativity--to use all of our talents to leave our community more beautiful and beneficial than when we inherited it.

IMANI = Faith--to believe with all our hearts in our parents, our teachers, our leaders, our friends and ourselves.

APPENDIX E

(The following is a statement of the Nairobi College philosophy and application of the Seven Black Principles.)

NAIROBI CODE - NGUZO SABA

CHARACTERISTICS AND BEHAVIOR EXPECTED OF NAIROBI PEOPLE

UNITY - (UMOJA)

1. That they respect each other and create unity and harmony by listening to each other and preventing verbal and physical abuse to other members of the family.

2. That they are honest with themselves and others.

3. That they are courteous and polite at all times with all Black people.

4. That they be able to accept constructive criticism without ill feelings.

5. That they trust each other.

6. That they do not use excessive profanity when dealing with the community.

7. That they do not run games on each other (Nairobi College is designed to help you help yourself and other Black people, not to give you a crutch.)

8. That they make a concerted effort to be punctual.

9. That they not be under the influence of drugs or alcohol while dealing with any college-related function.

10. That they do not use the name NAIROBI COLLEGE for any illegal purposes or gains.

COLLECTIVE WORK AND RESPONSIBILITY - (UJIMA)

11. That they exercise discipline by attending school functions, classes and meetings, and by doing all required work--mental and physical.

COOPERATIVE ECONOMICS - (UJAMAA); CREATIVITY - (KUUMBA)

12. That they contribute something to the college while there. (Nairobi was built on the volunteer efforts of many.) This contribution should be financial, spiritual, and creative.

FAITH - (IMANI)

13. That they show loyalty and faith to the college and community.

NAIROBI COLLEGE PHILOSOPHY

PREAMBLE:

We are an African people, by definition and by choice. We reaffirm our traditional African heritage, the essence of an ethos which has sustained us through an alien experience, and declare it to be the foundation upon which the contemporary African emerges. We must strive for commitment to the spiritual, political, and economic liberation of African people and the acceptance of the Seven Axioms of Blackness as the fundamental set of principles which guide our lives and give direction to our actions. We must be motivated to action by a belief in ourselves, and undying love for our people. And we must be continually involved in the process of acquiring the knowledge and discipline necessary to the struggle of building an African Nation.

The following statement of purpose (Nia) and declaration of self-determination (Kujichagulia) constitutes the Nairobi Philosophy:

1. Recruit and train leaders to deal with problems scientifically and guide and develop Black communities politically, economically and socially.
2. Serve the community by bringing human, economic and cultural resources to it.
3. Teach academic and survival skills.
4. Help people to develop where and how they can best use their skills.
5. Have faith in and deal with all Black people, and not a select few.
6. Train people how to relate to the total Black struggle.
7. Relate the Black struggle to other Third-World struggles.
8. Achieve the seven principles of the Nguzo Saba. (See Nairobi Code.)
9. Develop a value system that is humanistic rather than materialistic.
10. Develop an extended family oriented concept--that we help others while we help ourselves.

APPENDIX F

OTHER INDEPENDENT SCHOOLS

African Council
733 Bailey Street
Schenectedy, New York

Chad School
78 Clinton Avenue
Newark, New Jersey

Children of Africa School
1324 Walnut Street
Harrisburg, Pennsylvania

Freedom Liberty Day School
2064 Ridge Avenue
Philadelphia, Pennsylvania

Georgetown Black and Proud School
800 Powell Road Drive
Jackson, Mississippi

Malcolm X Liberation University
P.O. Box 21045
Greensboro, North Carolina

Marin City Learning Center
1st Missionary Baptist Church
Drake Avenue
Marin City, California

Martin Luther King Jr. Community School
94 Griffin Street, N.W.
Atlanta, Georgia

N.A.R.C.O. Inc. (Infinity School)
360 W. 123rd Street
New York, New York

Pan-African Early Education Center
832 Ridgeway Avenue
Durham, North Carolina

Roxbury Community School
1 Leyland Street
Dorchester, Massachusetts

Sheldon Day Care Center
P.O. Box 19
Sheldon, South Carolina

Soul Academy
800 22nd Avenue
Seattle, Washington

Uhuru Liberated School
Trinty Place
P.O. Box 853
South Norwalk, Connecticut

Uhuru Sasa Shule
10 Claver Place
Brooklyn, New York

Umoja Organization
387 Main Street
East Orange, New Jersey

This is not an exhaustive list of all other existing independent Black institutions which did not participate in the study. Rather it is a resource list designed to particularly help that reader who is interested in finding such a school for his children by providing other possibilities in his geographic area from the list of schools we have come across during our research.

For further information on additional Independent Institutions, contact:

Imani Publications
New York University
New York, New York

C.I.B.I. (Council of Independent Black Institutions)
10 Claver Place
Brooklyn, New York